Ðîçä³ë V. ÏÐÎÁËÅÌÈ ÍÀÂ×ÀÍÍß² ÂÈÕÎÂÀÍÍß Ä²ÒÅÉ Ó ÇÀÊËÀÄÀÕ ÎÑÂ²ÒÈ Ã²ÐÑÜÊÈÕ ÐÅÃ²Î Í²Â

doi: 10.15330/msuc.2020.23.121-127

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37.015.31:792.8-053.5

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Àíîòàö³ÿ. Ó ñòàòò³ íà îñíîâ³ àíàë³çó íàóêîâî¿ ïñèõîëîãî-ïåäàãî³÷íî¿ òà ìèñòåö�êîçíàâ÷î¿ ë³òåðàòóðè óçàãàëüíåíî ³äå¿ â÷åíèõ ùîäî ôîðìóâàííÿ òâîð÷èõ çä³áíîñòåé îñîáèñòîñò³ é íà îñíîâ³ òåîðåòè÷íîãî àíàë³çó ùîäî ñóòíîñò³ òâîð÷î¿ ä³ÿëüíîñò³, ôîðì òà ìåòîä³â ôîðìóâàííÿ òâîð÷èõ çä³áíîñòåé îñîáèñòîñò³ òà îñîáëèâîñòåé ¿õ ïðîÿâó ó ìîëîäøèõ øêîëÿð³â óñòàíîâëåíî, ùî õîðåîãðàô³÷í³ òâîð÷³ çä³áíîñò³ º ÿê³ñòþ îñîáèñòîñò³, ¿¿ ³íòåãðàëüíîþ õàðàêòåðèñòèêîþ.

Àêòóàëüí³ñòü ïðîáëåìè çóìîâëåíà ïîòðåáîþ óñóíåííÿ ñóïåðå÷íîñò³ ì³æ çàâäàííÿìè ³íîâàö³éíî¿ ñèñòåìè ãóìàí³ñòè÷íî¿ îñâ³òè òà òðàäèö³éíèì çì³ñòîì ³ ìåòîäèêàìè âèêëèêàííÿ ïðåäìåò³â ìèñòåö�êîãî öèêëó. Ìåòà äîñë³äæåííÿ ïîëÿãàº â îá´ðóíòóâàíí³ é ðîçêðèòò³ çì³ñòó ìåòîäèêè ôîðìóâàííÿ òâîð÷èõ çä³áíîñòåé ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó ó ïðîöåñ³ õîðåîãðàô³÷íî¿ ä³ÿëüíîñò³, ÿêà ïåðåäáà÷àº ïîåòàïíó ðåàë³çàö³þ ñèñòåìè çàâäàíü òâîð÷îãî õàðàêòåðó. ¯õ çì³ñòîâèé êîìïîíåíò ïåðåäáà÷àº ôîðìóâàííÿ ñò³éêî¿ ïîçèòèâí¿ ìîòèâàö³¿ äî òâîð÷îãî ñàìîâèðàæåííÿ ó õîðåîãðàô³÷í³é ä³ÿëüíîñò³, ïîñë³äîâíå ðîçøèðåííÿ ³ çàêð³ïëåííÿ ³íòåðïðåòàö³éíèõ òà ³ìïðîâ³çàö³éíèõ ñïîñîá³â çáàãà÷åííÿ ñóá'ºêòèâí¿ òàíöþâàëüíî¿ ïëàñòè÷íî-îáðàçí¿ ëåêñèêè, ðîçâèòîê ëîã³÷íî-îáðàçíîãî ìèñëåííÿ, òâîð÷¿ óÿâè ³ ôàíòàç³¿, ôîðìóâàííÿ ö³í³ñíîãî äîñâ³äó ñàìîðåãóëüîâàíîãî âîëî³ çà àêöåíòóàö³ºþ ³íäèâ³äóàëüíî¿ òðàºêòîð³¿ ðîçâèòêó.

Ðåçóëüòàòè íàóêîâî¿ ðîçâ³äêè çàñâ³ä÷èëè, ùî ïîåòàïíà ðåàë³çàö³ÿ ñèñòåìè çàâäàíü òâîð÷îãî õàðàêòåðó «â³äêðèòîãî» òèïó ³ç äîðèìàííÿì íåîáõ³äíîñò³ òà äîñòàòí³ï ïåäàãî³÷íèõ óìîâ çàáåçïå÷óº ïîñò³éíèé ö³åñïðÿìîâàíèé âïëèâ íà ôîðìóâàííÿ äîñë³äæóâàíî¿ ÿêîñò³.

Êëþ÷îâ³ ñëîâà: ôîðìóâàííÿ òâîð÷î¿ îñîáèñòîñò³, õîðåîãðàô³÷í³ òâîð÷³ çä³áíîñò³, ä³òè ìîëîäøîãî øê³ëüíîãî â³êó, ìåòîäèêà îðãàí³çàö³¿ òâîð÷î¿ ä³ÿëüíîñò³, ïåäàãî³÷í³ óìîâè.

FORMATION OF CREATIVE ABILITIES OF JUNIOR SCHOOLCHILDREN IN THE PROCESS OF ARTISTIC ACTIVITY

Abstract. The change of the educational paradigm necessitates a rethinking of the sphere of formation of the creative personality and the development of effective methods that correspond to modern theoretical principles and methodological developments. Given that the abilities developed in artistic activity are extrapolated to all other activities of the individual, the presented empirical study presents the author's method of forming the creative abilities of primary school children by means of choreographic art. To achieve this goal, theoretical (generalization of pedagogical, psychological, art scientific works, normative documents and educational publications), empirical (study, analysis and generalization of experience of children's amateur creative associations; conversations, surveys, independent characteristics, product analysis) were used. activities; pedagogical experiment) and statistical methods (method of mathematical statistics).

Criteria for the formation of the studied quality justifiably chosen emotional-sensory, basic individual-functional, value-creative.

The method involves a phased (motivational-perceptual, compilative-transformative, productive-creative) implementation of a system of creative tasks of "open" type (tasks-analogies, tasks for the formation of skills to interpret and improvise with dance vocabulary, tasks for self-perception, tasks for enriching dance vocabulary, tasks for mastering elementary acting skills, tasks of partial-problematic nature, tasks for mastering the basics of dance composition) with observance of necessary and sufficient pedagogical conditions (creation of pedagogically comfortable educational environment; motivation of creative interpretive and improvisational activity of primary school children in choreographic activity; use innovative forms and methods). Their interrelation in the educational process of choreographic education of children of primary school age provides a constant purposeful influence on the formation of the studied quality.

Critical analysis of experimental data led to the conclusion that the effectiveness of creative plastic and figurative self-expression of junior high school students depends on creating emotionally enriched situations in the choreographic creative process, providing individual trajectory of development, systematic practice in ways of transforming activities type of activity in the implementation of their own "I-concept".

Keywords: formation of creative personality, choreographic creative abilities, children of primary school age, methods of organization of creative activity, pedagogical conditions.

ÂÑÒÓÏ

Ï îñòàíîâêà ïðîáëåìè. Çà åêñïåðòíèìè îö³íêàìè, íèí³ íàéá³ëüø çàòðåáóâàíèìè íà ðèíêó ïðàö³ º â³ì³íÿ íàâ÷àòèñÿ âïðîäîâæ æèòòÿ, êðèòè÷íî ìèñëèòè, ñòàâèòè ö³ë³ òà äîñÿãàòè ¿õ, ïðàöþâàòè â êî ìàíä³, ñï³ëêóâàòèñÿ ó áàãàòîêóëüòóðíî ìó ñåðåäîâèù³ òî ùî. Çâàæàþ÷è íà öå, ñó÷àñíà ïåäàãî³ã÷íà íàóêà ïðàãíå âèòèâ³çóâàòè ïðîöåñ ôîðìóâàííÿ îñîáèñòî³ñòè òà ðîáèòü ñóòòºâ³ êðîêè äëÿ ïåðåõîäó â³ä íàâ÷àííÿ ÿê ïðîöåñó ïåðåäà÷³ çíàíü, ó ì³íü é íàâè÷îê äî ïðîåêòóâàííÿ ³íäèâ³äóàëüíî¿ òðàºêòîð³¿ îñîáèñò³ñíîãî ðîçâèòêó äèòèíè íà çàñàäàõ êî ì ïåòåíòí³ñíîãî ï³äõîäó òà ïåäàãî³ã³êè ïàðòíåðñòâà, ùî ï îêëàäå³ â îñíîâó êîöåïö³¿ Íîâî¿ óêðà¿íñüêî¿ øêîëè.

Îêð³ì öüîãî, íà ïåðåêîíàííÿ Ë. Ãðèíåâè÷, «ïîòóæíó äðæàâó çàáåçïå÷èòü çáóðòîâàíà ñï³ëüíîòà òàîð÷èõ ëþäåé» (Ãðèíåâè÷ Ë., 2016). Ö³ëêî ì ëîã³÷íî, ùî òàîð÷³ çä³áíîñò³ îñîáèñòîñò³, äî ÿêèõ, çîêðåìà, íàëåæàòü ïîòÿã äî ïîøóêó íîâî¿ ³íôîðìàö³¿, ³í³ö³àòèâí³ñòü òà íàïîëåãëèâ³ñòü, â³ì³íÿ áà÷èòè ïðîáëåìè ó áóäåíîñò³, çäàòí³ñòü äî âèñóíåíÿ ã³ïîòåç é îðèã³íàëüíèõ ³äåé, ñõèëüí³ñòü äî äîñè³äèöüêî¿ ä³ÿëüíîñò³, ðîçâèíåíà óÿâà ³ ôàíòàç³ÿ, ïîøóêîâî-ïåðåòâîðþþ÷èé ñòèëü ìèñëåííÿ ó ìàéáóòíüîìó ñïðè÷èíÿòü íàéá³ëüø ñóòòºâ³ ïðîãðåñèâí³ çì³íè ó ñîö³óì³. Ó òàêîì ó êîíòåêñò³ ö³íîþ º íàóêîâà ïîçèö³ÿ Ë. Ìàñîë, ÿêà, àðãóìåíòóþ÷è ïðåêîíàííÿ ùîäî ìîæèâîñòåé âèêîðèñòàííÿ õóäîæíüî-ïääàãî³ã³÷íèõ òåõíîëî³ã³é ô îðìóâàííí³ îñîáèñòîñò³ ìîëîäøîãî øêîëÿðà ï³äêðåñëþºº, ùî «òàîð÷³ çä³áíîñò³, ðîçâèíåí³ íà óðîêàõ ìèñòåöòâà, âêñòðàïîëþþùîãî íà óñ³ ³í³ø³ âèäè ä³ÿëüíîñò³ îñîáèñòîñò³» (Ìàñîë Ë., 2006).

Àíàë³з íàóêîâèõ äîñë³äæåíü ³ ïóáë³êàö³é. Ó íàóêîâèõ äîñë³äæåííÿõ â³ò÷èçíÿíèõ ó÷åíèõ îçíà÷åíó ïðîáëåìó âèñâ³òëåíî â ð³çíèõ àñïåêòàõ: çàãàëüí³ ïèòàííÿ ôîðìóâàííÿ òâîð÷î¿ îñîáèñòîñò³ (Âèãîòñüêèé Ë., Êîñòþê Ã., Êðóòåöüêèé Â., Ëºîíòüºâ Î., Ðóá³íøòåéí Ñ. òà ³íø³); ñóòí³ñòüòâîð÷î¿ ä³ÿëüíîñò³, ¿¿ åòàïè, ìåòîäè íàâ÷àííÿ (Àëåêñþê À., Áîíäàð Â., Ëóê Î, Ìàòåéêî À., Î í³ùóê Â., Ðîìåíöü Â., Ðîçòì îâñüêèé Â., Ðóáíèöüêà Î., Ñàâ÷åíêî Î., ×îðíà Ë. òà ³íø³); ñïåöèô³êà òâîð÷èõ çä³áíîñòåé, çîêðåìà, ìîëîäøèõ øêîëÿð³â, òà çáàãà÷åííÿ ¿õíüîãî òâîð÷îãî ïîòåíö³àëó (Áåõ ², Àíäðºº â Â., Áîãîÿâëåíñüêà Ä., Áîæîâè÷ Ë., Ä³åíêî Ñ., Çàãâÿçèíñüêèé Â., Ìàòþøê³í Î., Ìîëÿêî Â., Ðàãîç³íà Â., Ðèáèêêà Â., Ñèñîºâà Ñ. òà ³íø³). Íåîäíîðàçîâî ï³äêðåñëþâàëàñÿ äóìêà, ùî ôîðìóâàííÿ çä³áíîñòåé º êåðîâàíèì ïñèõîëîãî-ïåäàãî³ã³÷íèì ïðöåñîì, ÿêèé âïëèâàº íà ìîòèâàö³þ òâîð÷î¿ ä³ÿëüíîñò³ (Äóñàâèöüêèé Î., Êèðè÷óê Î., Ðóåíêî Ë., Ñòåöþê Ê., Òàòàðåíêî Ì.), ï³çíâàëüí³ ³íòåðåñè (Á³á³ê Í., ×åïóðíà Ò., Ùóê³íà Ã.), çàãàëüíîíàâ÷àëüí³ ó³íÿ (Ãðóøêî Î., Êàíåâñüêà Í., Ï³äãîðíà Í., Ðîãîâåíêî Ì. òà ³íø³).

Ó ïîçøê³ëüí³é ëàíó³ îñâ³òè òâîð÷é ä³ÿëüíîñò³ ó÷í³â ïðèñâÿ÷åí³ äîñë³äæåííÿ Áèêîâñüêî¿ Î., Âåðáèöüêîãî Â., Êîðí³ºíêî À., Ðàññêàçîâî¿ Î., Ëèïåöüêîãî Î., Ëèòîâ÷åíêî Î., Ìà÷óñüêîãî Â., Ìåäèíñüêîãî ª., Ïóñòîâ³òà Ã., Ñóùåíêî Ò. òà ³íøèõ íàóêîâö³â.

Àíàë³з ìåòîäè÷íîãî çàáåçïå÷åííÿ äèòÿ÷î¿ õîðåîãðàô³÷íî¿ îñâ³òè çàñâ³ä÷óº, ùî íèí³ íàâ÷àëüíî-âèõîâíà ä³ÿëüí³ñòü ó ñàìîä³ÿëüíèõ òàíöþâàëüíèõ òàíöþâàëüíèõ òàíîð÷èõ íá'ºäíàííÿõ îðãàí³çîâóºòüñÿ çà ìåòîäè÷íèìè ðîçðîáêàìè ïðîâ³äíèõ âèêîëàäà÷³â ç õîðåîãðàôî³¿ (Êîëí³ãóçåíêà Á., Êàì³íà À., Í³ê³ò³íà Þ. òà ³íøèõ), à òàêîæ çà ïðîãðàìàìè Ì³í³ñòåðñòâà îñâ³òè ³ íàóêè Óêðà¿íè é âàòîðñüêèìè äîðîáêàìè Àëåêñþê Ð., Áîãîëþáñêî¡ Ì., Ãîðáà÷óê ², Äî í÷óê Î., Òàðàêàí îâî¿ À., Öâåòêîâî¿ Ë. òà ³íøèõ.

ÌÅÒÀ ² ÇÀÂÄÀÍÍß ÄÎÑË²ÄÆÅÍÍß.

Óñóíåííÿ ñóïåðå÷íîñò³ ì³æ çàâäàííÿìè ³ííîâàö³éíî¿ ñèñòåìè ãóìàí³ñòè÷íî¿ îñâ³òè òà òðàäèö³éíèì çì³ñòîì ³ ìåòîäèêàìè âèêîëàäà÷³â ïðåäìåòó îñâîєíãðàôî³÷íîãî öèêëó âïèêîíóëè íà îáðàííÿ ìåòè äîñë³äæåííÿ – îá´ðóíóâàííÿ é ðîçêðèòòÿ çì³ñòó ìåòîäèêè ôîðìóâàííÿ òâîð÷èõ çä³áíîñòåé ä³åé ìîëîäøîãî øê³ëüíîãî â³êó ó ïðîöåñ³ õîðåîãðàô³÷íî¡ ä³ÿëüíîñò³.

ÌÅÒÎÄÈ ÄÎÑË²ÄÆÅÍÍß

Äëÿ äîñÿãíåííÿ ïîñòàâëåíî¡ ìåòè âèêîðèñòàíî òåîðåòè÷í³ (óçàãàëüíåííÿ ïääàãî³ã÷íèõ, ïñèõîëîã÷íèõ, ìèñòåöòâîçíàâ÷èõ íàóêîâèõ ïðàöü, íîðìàòèâíèõ äîêóìåíò³â é íàâ÷àëüíî-ìåòîäè÷íèõ âèäàíü), åì ï³ðè÷í³ (âèâ÷åííÿ, àíàë³з òà óçàãàëüíåííÿ äîñâ³äó ðîâîòè äèòÿ÷èõ ñàìîä³ÿëüíèõ òâîð÷èõ îá'ºäíàíü; áåñ³äè, îïèòóâàííÿ,

íåçàëåæí³ õàðàêòåðèñòèêè, àíàë³ç ïðîäóêò³â ä³ÿëüíîñò³; ïåäàãîã³÷íèé åêñïåðèìåíò) òà ñòàòèñòè÷í³ ìåòîäè (ìåòîä ìàòåìàòè÷íî¿ ñòàòèñòèêè).

ÐÅÇÓËÜÒÀÒÈ ÄÎÑË²ÄÆÅÍÍß

Ç'ÿñóâàííÿ ñòàíó äîñë³äæóâàííî¿ ïðîáëåìè ó ïåäàãîã³÷í³é òåîð³¿ ³ âèõîâí³é ïðàêòèö³ ó ìæëèâèâ âèçíà÷åííÿ õîðåîãðàô³÷íèõ òåîð÷èõ çä³áíîñòåé ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó ÿê ñèíòåçó âëàñòèâîñòåé é ÿêîñòåé îñîáèñòîñò³ ìîëîäøîãî øêîëÿðà, ÿê³ ôîðìóþòüñÿ çà íàÿâíîñò³ ñïåö³ëüíèõ çíàíü òà óì³íü, âèñîêî¿ óì³òòєâîâàííîñò³ äî ïåðåòâîðþâàëüíî¿ ä³ÿëüíîñò³ ó ïîºäíàííí³ ç òâîð÷îþ óÿâîþ ï³ä ÷àñ ñòâîðåííÿ îáðàçó òà ö³í³ñíèì ñòàâëåííÿì äî ìîæëèâîñò³ ðåàë³çàö³¿ âëàñíèõ çä³áíîñòåé ó ïðîöåñ³ õîðåîãðàô³÷íî¿ ä³ÿëüíîñò³.

Íà îñíîâ³ ïðîâåäåíîãî òåîðåòè÷íîãî àíàë³çó äîñëіäåó â÷åíèõ ð³çíèõ íàóêîâèõ ãàëóçåé (²ëü¿í Å., 2001; Êîñòþê Ã., 1963; Kirk, E., & Lewis, C., 2017; Loots L., 2016; Ìàðòèíåíêî Î., 2010; Robert-Pupat Ì., 2015; Ñ³êê³í Ï., 2013; Ñåìàê Î., 2002) âèçíà÷åíî òà îá´ðóíòîâàíî êðèòåð³¿ é ïîêàçíèêè õîðåîãðàô³÷íèõ òåîð÷èõ çä³áíîñòåé ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó: åìîö³éíî-ïî÷óòòºâèé (ñò³éêèé òà ïîçèòèâíèé ³íòåðåñ äî õîðåîãðàô³÷íîãî ìèñòåöòâà â óñ³ô éîãî ïðîÿâàõ, ðîçâèíåí³ñòü åìîö³éíî¿ ñôåðè äèòèíè ìîëîäøîãî øê³ëüíîãî â³êó òà óì³íÿ ääåêâàòî éîãî âèðàæàòè ó ðóäîæíüîìó îáðàç³ ÷åðåç ðóõîâó àêòèâí³ñòü, ì³ì³êó ³ ïàíòî ì³ì³êó), áàçîâèé ³íäèâ³äóàëüíî-ôóíêö³îíàëüíèé (çàñâîºíÿ åëåìåíòàðíèõ ïîíÿòü õîðåîãðàô³÷íîãî ìèñòåöòâà, ðîçóì³íÿ âàæëèâîñò³ ðîçâèòêó âëàñíèõ ñïåö³àëüíèõ ³íäèâ³äóàëüíî-òåõí³÷íèõ ì îæëèâîñòåé é ïñèõî ì îò³ðíèõ ÿêîñòåé) òà ö³í³ñíî-âîð÷éé (âèÿâ ö³í³ñíî¿ ïîçèö³¿ ù îäî ðîâî ïëàñòè÷íî-îáðàçíîãî ñàì îâèðàæåííÿ, îâîëîä³ííÿ ñïîñîáàìè ïåðåòâîðþâàëüíî¿ ä³ÿëüíîñò³ òà íàáóòòÿ óì³íü îðèã³íàëüíî é ñóá'ºêòèâíî ïðîáóêòèâíî îïðåòâîðþâàëüíîþ ëåññèêîþ, ðîçâèòîê òâîð÷î¿ óÿâè).

Â³äòâê, ö³ëêî ì ñïðàâåäëèâàì º òå, ùî ìåòîäè äîáîðó ³íôîðìàö³¿ äëÿ åì ï³ðè÷íîãî àíàë³çó ñòàíó ðîçâèíåíîñò³ òâîð÷èõ çä³áíîñòåé ìîëîäøèõ øêîëÿð³â áóëî îáðàíî òà óãðóïîâàíî íàñóòíîìè ÷èíîì: 1) ìåòîäè ïåðøîãî áëîêó ìàëè íà ìåò³ âèçíà÷èòè â³îâîâàí³ñòü òà ðîçâèíåí³ñòü åìîö³éíî-ïî÷óòòºâî¿ ñôåðè ìîëîäøèõ øêîëÿð³â, äîðîâ³ëüí³ñòü òà ñèñòåìàòè÷í³ñòü â³ää³äóâàííÿ òàíöþâàëüíîãî òâîð÷îãî îá'ºäíàííÿ, çàö³êàâåå³ñòü ó ï³çíàíí³ âèä³â õîðåîãðàô³÷íîãî ìèñòåöòâà, ³íòåíñèâí³ñòü ðóõîâî¿ âêñïðåñ¿ ï³ä ÷àñ åìîö³éíèõ ïåðåæèâàíü òà ó ì³íÿ âèðàçèòè ¿õ ì³ì³÷íî òà ïàíòî ì³ì³÷íî; 2) ìåòîäè äóõîâî áëîêó ìàëè íà ìåò³ ä³àãíîñòóâàííÿ ðîçâèíåíîñò³ îñíîâîêõ ³íäèâ³äóàëüíî-òåõí³÷íèõ (âèâîð³ò³ñòü, åâëè÷èíà êðîêó, ñòó ï³íü ï³äéî ì ó, àì ïë³óäà ãíó÷êîñò³ ò³ëà, âåëè÷èíè ñòðèáêà) òà ïñèõî ì îò³ðíèõ çä³áíîñòåé (êî îðäèíàö³ÿ ðóõîâ, àïëî ì á, ì óçèêàëüí³ñòü, â³ä÷óòòÿ ðèò ó) (Ñ³êê³í Ï., 2013); 3) ìåòîäè òðàòóîâî áëîêó ñïðèÿëè âèÿâëåííþ ð³âíÿ ö³í³ñíîñòè ñòàâëåííÿ âèõîâàíö³â äî ä³ÿëüíîñò³ ç ïëàñòè÷íî-íåòàçíîãî ñàì îâèðàæåííÿ, ðîçâèíåíîñò³ ñóá'ºêòèâíî¿ îðèã³íàëüíîñò³ ðóõîâî¿ âèòèâíîñò³ é ïðîäóêòèâíîñò³ òâîð÷î¿ óÿâè ï³ä ÷àñ ³ì ïðîâ³çàö³é ç òàíöþâàëüíèì è ðóõàì é íáòàçàì è (Ìàðòèíåíêî Î., 2010; Ñåìàê Î., 2002).

Íàíàë³ç ðåçóëüòàò³â åì ï³ðè÷íîãî äîñë³äæåííÿ íà êîíñòàòóâàëüíî¿ åòàï³ âêñïåðèìåíòó çàñâ³ä÷èâ, ùî ìîëîäø³ øêîëÿð³ ìàþòü íèçûêèé çàãàëüíèé ð³âåíü îá³çíàíîñò³ ³ç õîðåîãðàô³÷íèì ìèñòåöòâîì, ñëèáêî âîëîä³þòü óì³íÿìè âèðàæàòè ì³ì³êîþ òà æåñòàìè åì îö³éíèé ñòàí çà ïîððåâîþ, ìàþòü íåäîñòàòíüî ðîçâèíåíèé ïñèõî-ô³ç³îëîã³÷íèé àïàðàò äëÿ ÿê³ñíîãî âèðàæåííÿ òâîð÷èõ àêò³â, ð³âåíü òâîð÷îãî ïëàñòè÷íî-îáðàçíîãî ñàìîâèðàæåííÿ õðàðàêòåðèçóºòüñÿ ðåïðîäóêòèâí³ñòþ. Íà â³äì³íó â³ä äîñë³äæåíü G. Krumm, V. Lemos (Krumm, G., Lemos, V., & Filippetti, V. A., 2014) îñîáëèâèâîñòåé ïðîÿâó äîñë³äæóâàííó ÿêîñò³ çà ãåíäåðíîþ îçíàêîþ íå âèÿâëåíî. Íàòì³ñòü, ñåðåä îñíîâîêõ ïðè÷èí íåçäàòâ³ëüíîãî ñòàíó ðîçêðèòòÿ òâîð÷îãî ïîòåíö³àëó ìîëîäøèõ øêîëÿð³â ï³ä ÷àñ îðãàí³çàö³¿ õîðåîãðàô³÷íî¿ ä³ÿëüíîñò³ âèÿâëåíî ³íòåðâåíö³¿ çà ïîòðåáè ìîëîäøèõ øêîëÿð³â ïðàâèëüíîñò³ çðîáëåíîãî íàìè âèñîâêó ìè ïðîâåëè îïèòóâàííÿ õîðåîãðàô³â òà âèÿâèëè, ùî 91,66 % ç íèõ â³ä÷óâàþòü ïîòðåáó ó â³äïîâ³äíèõ ìàòåíèâàõ, à àíàë³ç ä³þ÷èõ ïðîãðàì äëÿ ïîçàøê³ëüíèõ ³ çàãàëüíîñâ³ò³ñõ íàâ÷àëüíèõ çàêëàä³â õóäîæíüî-åñòåòè÷íîãî íàïðÿìó çàñâ³ä÷èâ â³äñóòí³ñòü â íèõ çàãàëüíó òâîð÷îãî õàðàêòåðó äëÿ ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó (Ïàâëîâà Ë., 2005; Àðòþõ Â,, Á³êèàé ², 2012).

Çã³äíî ç âàòîðñüêîþ ìàòîäèêîþ ôîðìóâàííÿ òâîð÷èõ çä³áíîñòåé ìîëîäøèõ øêîëÿð³â ó ïðîöåñ³ õîðåîãðàô³÷íî¿ ä³ÿëüíîñò³ îñíîâîíîþ ñòðóêòóðíîþ îäèíèöåþ áóëî îáðàíî çàãàëüíîþ òâîð÷îãî õàðàêòåðó “â³äêðèòîãî” òèïó, ÿê³ çàáåçïå÷èëè âàð³àòèâí³ñòü ò³ëåñí³-ïëàñòè÷íèõ ïðîÿâ³â. Ï³ä ÷àñ ¿õ äîáîðó ìè êåðóâàëèñÿ òàêèì è âè îãàì è: â³äïîâ³äí³ñòü â³êîâèì îñîáëèâîñòÿì, äîñòóïí³ñòü òà êîðåêò³íòü ó ôîðóèþâàííí³ çàâäàíü, íàÿâí³ñòü âíóòð³øí³õ ñóïåðå÷íîñòåé, äîñòàòí³ñòü ó ìîâ äëÿ ïðàêòè÷íî¿ ðåàë³çàö³¿. Â³äïîâ³äíî, çàâäàííÿ áóëî óãðóïîâàíî ó: çàâäàííÿ-àíàëîã³¿, çàâäàííÿ íà ôîðìóâàííÿ óì³íü ³íòåðïðåòóâàòè òà ³ì ïðîâ³çóâàòè ç òàíöþâàëüíîþ ëåêñèêîþ, çàâäàííÿ íà ñàìîñïðèéíÿòòÿ, çàâäàííÿ ç ³ çáàãà÷åííÿ òàíöþâàëüíî¿ åêñïðåñèâí¿ ëåêñèêè, çàâäàííÿ ç îïàíóâàííÿ åëåìåíòàðíèõ èè äèòñüêèõ çä³áíîñòÿõ, çàâäàííÿ ç ïàñòåâî-ïðîáëåìí³ñíîãî õàðàêòåðó, çàâäàííÿ íà îïàíóâàííÿ îñíîâêîìîïçèö³¿ òàíöþ.

Íà ïðîïåäåâòè÷íîìó åòàï³ îðãàí³çàö³¿ õîðåîãðàô³÷íîãî òâîð÷îãî ïðîöåñó ç ìåòîþ ñòèìóëþâàííÿ ï³çíâàâëüíèõ ïðîöåñ³â ìîëîäøèõ øêîëÿð³â òà âèÿâëåííí³ ïåðâ³ñíèõ òâîð÷èõ ä³é ÷åðåç ðîçâèòê òàíöþâàëüíîñò³, â³ä÷óòòÿ ìóçè÷íèõ â³äò³êê³â, åì îö³éíà ðîçêð³ïà÷åííÿ òà íàëàøòóâàííÿ íà òâîð÷å åêñïåðåìåíòóâàííÿ âèêîðèñòàíî çàâäàííÿ-àíàëîã³¿. Íàïðèêëàä, âïðàâà «Ïîäàðóíêè» – ä³òÿì ïîòð³áíî óÿâèòè, ùî âîíè çàïðîøåí³ íà äåíü íàðîäæåííÿ äóõàà (ïîäóõàà). Ïîòð³áíî ÷åðåç ðóõîâó âèòèâí³ñòü â³äîáðàçèòè õàðàêòåðí³ ðèñè «ïîäàðóíêó» òàê, ùîá ³íø³ ä³òè óï³çíàëè îá'ºêò ñàìîâèðàæåííÿ.

Âæå íàóêîâî äîâåäåíî, ùî ³ì ïðîâ³çàö³ÿ, ÿê ³íäèâ³äóàëüíà ôîðìà òðàêòóâàííÿ, ïðèòàìàííà óñ³ ëþäÿì ³ çàëåæèòü â³ä îñîáëèâîñòåé ñïåö³àëüíî-îðãàí³çîâàíî¿ ä³ÿëüíîñò³, ÿêà ïîâèííà â³äïîâ³äàòè «â³êîâèì ïñèõîëîã³÷íèì ìîæëèâîñòÿì ³íòåðïðåòàòîðà, óì³âàì ³ ñïåöèô³ê³ âèìîã, ùî âèÿâëÿþòüñÿ íåíáó³äíèìè äëÿ

àäåêâàòíî¿ ðåêîíñòðóêö³¿ òà ³íòåðïðåòàö³¿ õóäîæíüîãî çì³ñòó õîðåîãðàô³÷íîãî ñþæåòó» (Ñåìàê Î., 2002). Ðåçóëüòàòèâ³ñòü ³íòåðïðåòàö³éíî¿ ä³ÿëüíîñò³ ñóá'ºêòà, íà äóìêó äîñë³äíèöü, çàëåæèòü â³ä óñòàëåíî¿ ñóêóïíîñò³ âçàºìîïîâ'ÿçàíèõ çàãàëüíèõ ³ ñïåö³àëüíèõ âëàñòèâîñòåé, äî ÿêèõ íàëåæàòü ðîçâèíåí³ñòü åìîö³éíî¿ ³ êîãí³òèâíî¿ åìïàò³¿, ³ìïðåñèâí³ñòü òà ³ìïóëüñèâí³ñòü îñîáèñòîñò³, óïåâíåí³ñòü ó ñîá³, ñàìîåðóôàííÿ, ñàìîñïðèéíÿòòÿ ³ ñàìîïðèõèëüí³ñòü. Ïðèêëàä çàâäàíîÿ íà ôîðìóâàíîÿ óì³íü ³íòåðïðåòóâàòè òà ³ìïðîâ³çóâàòè ç òàíöþâàëüíîþ ëåêñèêîþ: âïðàâà «Ïëàñòèë³í» – ï³ä ìóçèêó ä³òè äîâ³ëüíî ðóõàþ÷èñü ïî òàíöþâàëüí³é çàë³ ó ð³çíèõ íàïðÿìàõ íàìàãàþòüñÿ äîòðèìóâàòèñÿ çàäàíîãî îáðàçó «âîéîâîè÷îãî á³éöÿ», «ñòð³ìêîãî â³òðó (õóðäåëèö³)», «ëåãêîãî ï³ð'ÿ÷êà (ëèñòî÷êà)», «ðóõëèâî¿ êî ìàõè», «ìëÿâîãî êîòà» òîùî.

Íà ï³äòâåðäæåíÿ íàóêîâî âèâ³ðåíèõ äàíèõ J. E. Gebart-Eaglemont (Gebart-Eaglemont, J. E., & Foddy, M. 1994) ï³ä ÷àñ âèàñíîãî äîñë³äæåíÿ ìè ç'ÿñóâàëè, ùî óñï³øí³ñòü îïàíóâàíÿ ³íòåðïðåòàö³éíèìè òà ³ìïðîâ³çàö³éíèìè ñïîñîáàìè ïåðåòâîðþâàëüí¡ ä³ÿëüíîñò³ ò³ñíî ïîâ'ÿçàíà ³ç ñàìîñïðèéíÿòòÿì äèòèíè. Ç ìåòîþ óñâ³äîì³ëåíÿ ìîëîäøèì øêîëÿðàìè âèñíèõ çä³áíîñòåé òà ïîâîëàíÿ ðîçá³æíîñò³ ì³æ ¿õí³ìè åêñïåðåñêâíîðóõîâèìè ìîæëèâîñòÿì é äîìàãàíÿìè äî âòîðñüêî¡ ìåòîäèêè âëëþ÷åíî çàäàíÿ íà ñàìîñïðèéíÿòòÿ. Íàïðèêëàä, âïðàâà «Ò³íü»: ä³òè ðîçáèâàþòüñÿ ïàðàìè – îäíà ïîïåðåäó «ëþäèíà», ³íøèé – çà òðè êðîêè ïîçàäó «ò³íü». Ðóõàþ÷èñü ïî çàëó ï³ä ìóçèêó «ò³íü» ïîâèííà ìâêñèìàëüíî òî÷íî â³äòâîðþâàòè óñ³ ðóõè «ëþäèíè».

Âàðòî íàãîëîñèòè, ùî ñó÷àñí³ äîñë³äæåíÿ ñâ³ä÷àòü ïðî òå, ùî ï³ä´ðóíòÿì äëÿ ïðîäóêòèâí¡ òâîð÷¡ ä³ÿëüíîñò³ º ð³çíîìàí³òí³ñòü ëåêñèêè, ðàçîì ç òèì ¿¿ îáñÿã íå º çàïîðóêîþ óñï³øíî¡ òâîð÷î¡ ä³ÿëüíîñò³, â³í ëèøå ïîñòà÷àº «ìàòåð³àë» äëÿ ³íäèâ³äóàëüíî¡ ôîðìè òðàêòóâàíÿ (Robert-Pupat Ì., 2015). Çàäëÿ ðîçøèðåíÿ îñîáèñòîãî åêñïåðåñêâíî-ëåêñêè÷íîãî çàïàñó çà ðàõóíîê ðåïðîäóêòèâíîãî â³äôîððåíÿ ö³êâàêî çíàõ³äîê ³íøèõ ä³òåé òà ìîæëèâîñò³ òðàíñïåþâàòè âëàñí³ ³íòîíàö³éíî-ïëàñòè÷í³ ³íòåðïðåòàö³é³ òà ³ìïðîâ³çàö³é³ ó ³íÿ óêëäåíî ãðóïó çàâäàíü ç³ çáàãà÷åíÿ òàíöþâàëüí¡ åêñïåðåñêâí¡ ëåêñêèê. Íàïðèêëàä: âïðàâà «Óñå ç óñ³ìà» – ä³òè ñòîÿòü ïî êîëó îáåè÷÷ÿì äî öåíòðó, ïî öåíòðó – îáðàíà çà âëàñíèì áàæàíÿì äèòèíà ï³ä çàïðîïîíîâàíó ìóçèêó ïî÷èíàº åìîö³éíî-ïëàñòè÷íî ñàìîâèðàæàòèñÿ, òèì ÷àñîì ³íø³ ä³òè íàìàãàþòüñÿ ïîâòîðþâàòè.

Ç ìåòîþ ñïîíóêàíÿ âèõîâàíö³â äî ïîøóêó îðèã³íàëüíî¡ ³íòîíàö³éíî-ïëàñòè÷íî¡ ëåêñèêè ï³ä ÷àñ ðîçêðèòòÿ âëàñíî îáðàíèõ õóäîæí³õ îáðàç³â ÷åðåç àêòèâ³çàö³þ ï³çíàâàëüíèõ ó³ííû (âèä³ëÿòè ãîëîâíå, óçàãàëüíþâàòè, âñòàíîâëþâàòè ïðè÷èíí-íàñë³äêîâ'çêèõ òîùî) äî àâòîðñüêî¡ ìåòîäèêè ôîðìóâàíÿ õîðåîãðàô³÷íèõ òîðê÷èõ çä³áíîñòåé ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó âêëþ÷åíî áèîêçàâàíü ÷àñòèíîâ-ïðîíåëì íîãî õàðàêòåðó. Íàïðèêëàä, «Îæèâè êàçêó» – çà ñþæåòîì â³äîìî¡ îïîâäèì äèòèíè, â³ðøà, ìóëüòô³ëüìó ÷è êîìï'þòåðíî¡ ãðè ñòâîðèòè òàíöþâàëüí³ ïàðò³¿ ãåðî¡.

Çâàæàþ÷è íà òå, ùî êîìïîçèö³ÿ òàíöþ º «ïðåäìåòîì ðåàë³çàö³¿ çàäóìó ó çàâåðøåíèé õîðåîãðàô³÷íèé òâ³ð» (Âàñèëåíêî Ê.) ³ âèçíà÷àº ñïðèéíÿòòÿ òâîðó ãëÿäà÷å, ö³ëêîì ëîã³÷íèì, íà íàøó äóìêó, º âêëþ÷åíîÿ äî ìåòîäèêè çàâäàíü íà îïàíóâàíîÿ îñíîâ êîìïîçèö³¿ òàíöþ. Çì³ñòîóòâîðþâàëüíèì êîìïîíåíòîì º çàâäàíîÿ, ÿê³ âçàºìîïîâ'ÿçàí³ ç³ ñòåí³÷íèì ïðîñòîðîì, ìóçè÷íèì ÷àñîì, ìàëþíêîì òàíöþ ³ òåìïîðèòìîì õîðåîãðàô³÷íî¡ ä³¿. Íàïðèêëàä, çàâäàíîÿ «Ñòâîðþºìî êàçêó»: ä³òÿì íåîáõ³äíî ïðîäóºìàòè òà çàïèñàòè çì³ñò ñþæåòíî¡ êàçêè; ðîçïîä³ëèòè ðîë³, ä³áðàòè ïëàñòè÷íî-îáðàçíó ëåêñèêó, ìóçè÷íå îôîðìëåíîÿ òà, çà ïîòðåáî, ðåêâ³çèò.

ßê â³äîìî, çîâí³øº âèðàæåíîÿ õîðåîãðàô³÷íîãî îáðàçó âò³ëþºòüñÿ çà äîïîìîãîþ ³íòîíàö³éíî-ïëàñòè÷íèõ ðóõ³â, æåñò³â, ïîç òà ì³ì³êè, òî ìóâ â îêðåìó ãðóïó âèä³ëåíî çàâäàíîÿ ç îïàíóâàíîÿ åëåìåíòàðíèìè âèòîðñüêèìè çä³áíîñòÿìè: âïðàâè ì³ì³÷íî¡ âèðàçíîñò³, âïðàâè íà åëåìåíòàð³ ïðèðîäí³ ä³¿ òà ïðîôåñè, çàâäàíîÿ ç îïàíóâàíîÿ óì³íîÿìè ïàíòî³ì³ì³÷íîãî ä³äëîãó ç óÿâíèì ïàðòíåðîì òîùî. Íàïðèêëàä: çàâäàíîÿ «Í³ìå ê³íî» – îïèðàþ÷èñü íà ñþæåò â³äîì³ì¡ êàçêè (ðîçïîâ³ä³) ïîòð³áíî â³äâîðèòè ä³äëîâè ãîëîâíèõ ãåðî¡â çà äîïîì³ãîþ ïëàñòè÷íî-îáðàçíèõ ðóõ³â òà ì³ì³êè.

Äëÿ ïîâí³øîãî õîçóì³íîÿ äîñë³äæóâàíî¡ ïðîáëåìè âàðòî íàãîëîñèòè íà òîìó, ùî ðîçâèòîê ³ ñàìîðîçâèòîê òâîð÷î¡ îñîáèñòîñò³ îæå â³äóâàòèñÿ çà ïåâíèõ ó³âîâ, ÿê³ ñïðèÿþòü òâîð÷³é ä³ÿëüíîñò³, ñòèìóëþþòü ¿¿ òâîð÷ó àêòèâ³ñòü é ïîëãàøóþòü äîëàíîÿ áàð'ºð³â òâîð÷îñò³ (Ñèñîºâà Ñ., 2000). Äîñë³äíî-åêñïåðèìåíòàëüíèì øëÿõîì âèÿâëåíî äîö³ëüí³ñòü òà åôåêòèâí³ñòü ôîðìóâàíîÿ õîðåîãðàô³÷íèõ òâîð÷èõ çä³áíîñòåé ó ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó çà äîòðèìàíîÿ òàêèõ ïåäàãîã³÷íèõ óìîâ: 1) ñòâîðåíîÿ ïåäàãîã³÷íî êîìôîðòíîãî âèõîâíîãî ñåðåäîâèùà (çì³íà äâòîðèòàðíîãî ñòèëþ êåðóâàíîÿ íà äåìîêðàòè÷íèé, ï³äòðèìêà áàòüêî³â); 2) ìîòèâóâàíîÿ òâîð÷¡ ³íòåðïðåòàö³éíî¡ òà ³ì³ïðîâ³çàö³éíî¡ âèòèâíîñò³ ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó ó ïðîöåñ³ õîðåîãðàô³÷íî¡ ä³ÿëüíîñò³; 3) âèêîðèñòàíÿ ³ííîâàö³éíèõ ôîðì (çàíÿòòÿ-ôàíòàç³ÿ, çàíÿòòÿ-òðåí³íã, çàíÿòòÿ-òîëîêà, çàíÿòòÿ-òóðí³ð, çìàãàíÿ; çàíÿòòÿ-êîíöåðò) òà ìåòîä³â (ñòèìóëþþ÷èé âïèëà çì³ñòó íàâ÷àëüíîãî ìàòåð³àëó, ñèòóàö³¿ ç ìîæëèâ³ñòþ âèáîðó, ìåòîä â³äêðèòòÿ, àíàëîã³¿) ó ïðîöåñ³ õîðåîãðàô³÷íî¡ ä³ÿëüíîñò³.

Àïðîáàö³ÿ âêñïåðèìåíòàëüíî¡ ìåòîäèêè çä³éñíþâàëàñÿ ó òðè âçàºìîïîâ'ÿçàí³ åòàïè: ² åòàï – ïîòèâàö³éíî-ïîðöåïòóàëüíèé – ïîðåäàà÷àº ñòèìóëþâàíîÿ âèõîâàíö³â äî ïðîÿâ³â ñàìîâèðàæåíîÿ (âêëþ÷åíîÿ äèòèíè ó õîðåîãðàô³÷íî-ï³çíâàëüíó ä³ÿëüí³ñòü, îòðèìàíîÿ ïîïåðåäíüîãî äîñâ³äó ó òàíöþâàëüí³é òâîð÷îñò³, íàäàíîÿ ïîïåðåäíüîãî äîñâ³äó ó ïîøóêîâî-åêñïåðèìåíòàëüíîìó ä³ÿëüí³ñòó, âèçíà÷åíîÿ ïîïåðåäíüîãî äîñâ³äó ó ïîøóêîâî-åêñïåðèìåíòàëüíîìó ä³ÿëüí³ñòó); ²² åòàï – êîìï³ëÿòèâíî-ïîðöåïòóàëüíèé – ïîðåäàà÷àº çàëó÷åíîÿ âèõîâàíö³â äî ïðîöåñó ñòâîðåíîÿ ä³ÿëüíîñò³ (îçíàéîìëåíîÿ ³ç çì³ñòîâîþ ñêëàäîâîþ òàíöþâàëüíîãî ìèñòåöòâà òà ç éîãî ñèíòåòè÷íèì õàðàêòåðîì, âêëþ÷åíîÿì ìîëîäèõ øêîëÿð³â äî ïîë³êóëüòóðíîãî õóäîæíüîãî ïðîñòîðó ÷åðåç îïàíóâàíîÿ ñïåö³àëüíèìè, çíàíîÿìè, â³äïîâ³äíèìè óì³íîÿìè ³ íàâè÷êàìè, ñïîñîáàìè ïåðåòâîðþâàëüíî¡ ä³ÿëüíîñò³, îòðèìàíîÿ äîñâ³äó õîðåîãðàô³÷íî¡ òâîð÷î¡ ä³ÿëüíîñò³); ²²² åòàï – ïðîäóêòèâíî-òâîð÷èé – ñïðÿìîâàíèé

íà íàäàííÿ ä³òÿì ìîæëèâîñò³ ñàìîâèðàæàòèñÿ ÷åðåç â³ëüíå îáðàííÿ ìóçè÷íîãî ñóïðîâîäó, âëàñíîþ ðîçðîáêè êîìïîçèö³¿ òàíöþâàëüíèõ ì³í³àòþð, äîáîðó â³äïîâ³äíèõ ïëàñòè÷íèõ ðóõ³â òà âèðàæàëüíî-çîáðàæóâàëüíèõ çàñîá³â äëÿ ìàêñèìàëüíîãî ðîçêðèòòÿ îñîáèñò³ñíîãî òâîð÷îãî ïîòåíö³àëó. Ïîåòàïí³ñòü ðåàë³çàö³¿ ìåòîäèêè äîçâîëèëè âèÿâèòè ð³âåíü ñôîðìîâàíîñò³ õîðåîãðàô³÷íèõ çä³áíîñòåé ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó òà çàô³êñóâàòè îñîáèñò³ñíó ö³ííñòü òàíöþâàëüíî¿ òâîð÷î¿ ä³ÿëüíîñò³ ÿê ìîæëèâîñò³ ñàìîðåàë³çàö³¿ (òàáë. 1).

Òàáëèöÿ 1.

Êðèòåð³¿	Ïîêàçíèê çì³í		Êîíòðîëüí³ ãðóïè (118 îñ³á)			Åêñïåðèìåíòàëüí³ ãðóïè (115 îñ³á)		
			Âèñîêèé	Ñåðåäí³é	Íèçüêèé	Âèñîêèé	Ñåðåäí³é	Íèçüêèé
Åì îö³éíî-÷óòòºâèé (Áëîê À)	Êîíñòàòóâàëüíèé åêñïåðèìåíò		28	42	48	26	40	49
	Âòàï è ôîðìóâàëüíîãî åêñïåðèìåíòó	Ìîòèâàö³éíî-ïåðöåïòèâíèé	28	41	47	28	43	44
		Êîì ï³ëÿòèâíî-ïåðåòâîðþâàëüíèé	29	44	45	33	48	34
		Ïðîäóêòèâíî-òâîð÷èé	30	45	43	35	49	31
	Àáñîëþòíà ð³çíèöÿ		2	3	5	9	9	18
	Òåìï çì³í		1,69 %	2,54	– 4,23 %	7,83 %	7,83 %	– 15,65 %
Áàçîâèé ³íäèâ³äóàëüíî-ôóíêö³îíàëüíèé (Áëîê Á)	Êîíñòàòóâàëüíèé åêñïåðèìåíò		16	34	68	17	33	65
	Âòàï è ôîðìóâàëüíîãî åêñïåðèìåíòó	Ìîòèâàö³éíî-ïåðöåïòèâíèé	16	36	56	17	39	59
		Êîì ï³ëÿòèâíî-ïåðåòâîðþâàëüíèé	21	42	55	31	59	25
		Ïðîäóêòèâíî-òâîð÷èé	22	44	52	32	61	22
	Àáñîëþòíà ð³çíèöÿ		6	10	16	15	28	43
	Òåìï çì³í		5,08 %	8,47 %	– 13,55 %	13,04 %	24,35 %	– 37,39 %
Ö³í³ñí î-òâîð÷èé (Áëîê Â)	Êîíñòàòóâàëüíèé åêñïåðèìåíò		12	44	62	11	43	61
	Âòàï è ôîðìóâàëüíîãî åêñïåðèìåíòó	Ìîòèâàö³éíî-ïåðöåïòèâíèé	12	44	62	11	47	57
		Êîì ï³ëÿòèâíî-ïåðåòâîðþâàëüíèé	12	44	62	15	59	41
		Ïðîäóêòèâíî-òâîð÷èé	12	45	61	16	61	38
	Àáñîëþòíà ð³çíèöÿ		0	1	1	5	18	23
	Òåìï çì³í		0 %	0,85 %	0,85 %	4,35 %	15,65 %	– 20,0 %

Êðèòè÷íèé àíàë³ç ðåçóëüòàò³â êîíòðîëüíîãî åòàïó åêñïåðèìåíòó çàñâ³ä÷èâ, ùî òâîð÷³ äîðîâêè ïåðåâàæíî á³ëüøñòü ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó åêñïåðèìåíòàëüíî ãðóïè õàðàêòåðèçóþòüñÿ íàïîâíþâàí³ñòþ òàíöþâàëüíèõ íàðàç³â ïëàñòè÷íî-íàðàçíîþ ëåêñèêîþ, îðèã³íàëüíèì ïîºäíàííÿì ðóõ³â ð³çíèõ òàíöþâàëüíèõ ñòèë³â, á³ëüø ïðîäóòèâíîþ êîìïîçèö³éíî-ñþæåòíîþ ë³í³ºþ. Âèõîâàíö³ äåìîíñòðóâàëè åìîö³éíó â³äêðèò³ñòü ó ïåðåäà÷³ ïëàñòè÷íîãî îáðàçó ÷åðåç âèêîðèñòàííÿ ì³ì³êè òà ïàíòî ì³ì³êè. ¯ì áóëà ïðèòàìàííà ñõèëüí³ñòü äî óñêëàäíåííÿ åòþä³â òàíöþâàëüíèì ìàëþíêàìè òà ïðîñòîðîâèì ïåðåñóâàííÿìè, á³ëüø â³ëüíèì òëóìà÷åííÿì ðåêâ³çèòó.

Äî îñíîâëèâîñòåé òâîð÷îãî ñàì îâèðàæåííÿ ä³òåé êîíòðîëüíî¿ ãðóïè âàðòî â³äíåñòè: îáðàííÿ ðóõîâî¿ ëåêñèêè, ïåðåâàæíî, ç òðåíóâàëüíîãî ïðîöåñó òà ñëàáê³ ïðîÿâè ³ì ïðîâ³çóâàííÿ ç íèì, òî ìó òàíöþâàëüí³ åòþäè õàðàêòåðèçóâàëèñÿ ñòàíäàðòí³ñòþ ðóõîâî¿ ëåêñèêè, îáìåæåí³ñòþ ïðîñòîðîâèõ ïåðåñóâàíü ïî çàë³ òà, ³íîä³, íåäîö³ëüíèì âèêîðèñòàííÿì ì³ì³÷íèõ òà ïàíòî ì³ì³÷íèõ ïðèéî ì³â òùî. Òàêè ÷èíè, ñë³ä âèçíàòè, ùî äîñâ³ä òðåíóâàëüíî¿ õîðåîãðàô³÷íî¿ ðîáîòè äîçâîëèâ ä³òÿì êîíòðîëüíèõ ãðóï ðîççèðèòè ñóá'ºêòèâíèé ïåðåë³ê îáðàç³â, ó ÿêèõ ä³òè ñàì îâèðàæàëèñÿ, äëå íà çàãàëüí³é ñòàòèñòè³ ïðîáóêòèâíîñò³ òâîð÷î¿ óÿâè öå ìàëî â³äîáðàçèëîñÿ.

ÂÈÑÍÎÂÊÈ ÒÀ ÏÅÐÑÏÅÊÒÈÂÈ ÏÎÄÀËÜØÈÕ ÄÎÑË²ÄÆÅÍÜ

Îïðàöþâííÿ íàóêîâî-òåîðåòè÷íèõ äæåðåë â³äïîâ³äíî¿ ïðîáëåìàòèêè äàº çìîãó ïåðåñã³ä÷èòèñÿ ó ïðàâî ì³ðíîñò³ îáðàíèõ íàìè êðèòåð³¿â äîñë³äæóâàííî¿ ÿêîñò³, ÿê³ îêðåñëèëè çì³ñòîâ³ õàðàêòåðèñòèêè ð³â³ñ³â ñôîðìîâàííîñò³ õîðåîãðàô³÷íèõ òâîð÷èõ çä³áíîñòåé ä³òåé ìîëîäøîãî øê³ëüíîãî â³êó, à ñàìå: âèñîêèé (ïîòåíö³éíî-òâîð÷èé), ñåðåäí³é (àäàïòèâí³-âêòèâíèé) òà íèçüêèé (ïàñèâí³-ðåïðîäóêòèâíèé).

Çàïðîïîíîâàíà àâòîðñüêà ìåòîäèêà òà ïåäàãîã³÷í³ óìîâè ôîðìóâàííÿ õîðåîãðàô³÷íèõ òâîð÷èõ çä³áíîñòåé ìîëîäøèõ øêîëÿð³â ç ïîåòàïíèì ¿ó óïðîâàäæåííÿìè ó ïðàêòèêó ä³ÿëüíîñò³ äèòÿ÷èõ òàíöþâàëüíèõ òâîð÷èõ íá'ºäíàíüí âèÿâèëàñÿ ä³ºâîþ ùîäî ôîðìóâàííÿ ñò³éêî¿ ïîçèòèâí³¿ ìîòèâàö³¿ äî òâîð÷îãî ñàìîâèðàæåííÿ ó õîðåîãðàô³÷í³é ä³ÿëüíîñò³, ïîñë³âîâå ðîçøèðåííÿ ³ çàêð³ïëåííÿ ³íòåðïðåòàö³éíèõ òà ³ìïðîâ³çàö³éíèõ ñïîñîá³â çáàãà÷åííÿ ñóá'ºêòèâí³¿ òàíöþâàëüí³¿ ïëàñòè÷í³-íàðàçí³¿ ëåêñèêè, ðîçâèòîê ëîã³÷í³-íàðàçí³ãî ìèñëåííÿ, òâîð÷³ óÿâè ³ ôàíòàç³¿, ôîðìóâàííÿ ö³í³ñí³ãî äîñâ³äó ñàìîðåàë³çàö³¿ äèòèíè ìîëîäøîãî øê³ëüí³ãî â³êó ³ç àêöåíòóàòº þ íà ³íäèâ³äóàëüí³é òðàºêòîð³¿ ðîçâèòêó.

Ñòàòèñòè÷íà íàðîáêà åêñïåðèìåíòàëüíèõ äàíèõ ï³äòâåðäæëà åôåêòèâí³ñòü çàïðîïîíîâàíî¿ ìåòîäèêè ³ çàñâ³ä÷ëèâ, ùî ð³âåíü ñôîðìîâàíîñò³ õîðåîãðàô³÷íèõ òâîð÷èõ çä³áíîñòåé ìîëîäøèõ øêîëÿð³â åêñïåðèìåíòàëüíî¿ ãðóïè çð³ñ: âèñîêèé íà 8,4 %, ñåðåäí³é íà 15,9 %, çìåíøåííÿ íà 24,3 % íèçüêèé ð³âåíü. Íàòî ì³ñòü êîíòðîëüíà ãðóïà ïîêàçàëà íèæ÷³ ðåçóëüòàòè: âèñîêèé ð³âåíü çð³ñ íà 3,4 %, ñåðåäí³é çá³ëüøèâñÿ íà 4,0 %, íèçüêèé, â³äïîâ³äíî, çìåíøèâñÿ.

Ïåðñïåêòèâíèì ââàæàºìî âèâ÷åííÿ ìåõàí³çì³â âçàºìîâïèâáó ñïåö³àëüíèõ ³ òâîð÷èõ çä³áíîñòåé ó õîðåîãðàô³÷íîì óêîîâàíí³, åôåêòèâíîñò³ âèêîðèñòàííÿ ñèíåçó ìèñòåöòâà, ñêëàäîâèõ ï³äãîòîâêè ïåäàãîã³â ùîäî çàáåçïå÷åííÿ òâîð÷îãî ðîçâèòêó ìîëîäøèõ øêîëÿð³â.

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Статтю подано до редколегії 18.10.2020 р.
Рекомендовано до друку 11.11.2020 р.